



## Blythe Academy

100 Blythe Drive  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	935 Students	
<b>Principal</b>	Sandra E. Griffin	864-355-4400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Good*</b>
2007	Average	Below Average
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

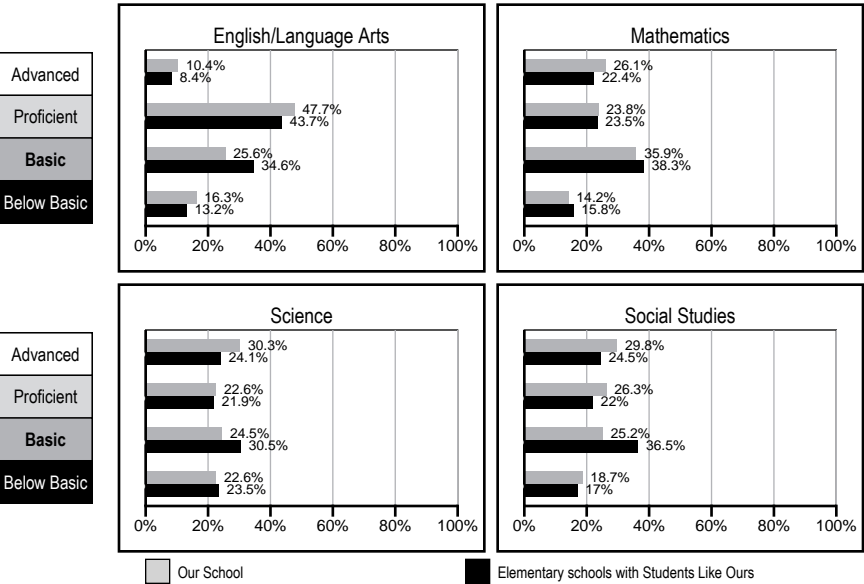
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	31	52	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=935)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 95.4%	100.0%	100.0%
Retention rate	1.6%	Down from 2.0%	1.7%	2.3%
Attendance rate	97.0%	Up from 96.8%	96.6%	96.3%
Eligible for gifted and talented	24.8%	Down from 26.4%	18.0%	10.4%
With disabilities other than speech	9.5%	Up from 7.4%	6.5%	7.5%
Older than usual for grade	0.3%	Down from 1.2%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	46.7%	Down from 49.1%	60.7%	56.7%
Continuing contract teachers	60.0%	Down from 72.7%	79.3%	77.3%
Teachers with emergency or provisional certificates	15.2%	Up from 12.8%	0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 81.2%	87.9%	86.4%
Teacher attendance rate	96.9%	Up from 96.4%	95.2%	94.9%
Average teacher salary	\$42,050	Up 0.5%	\$46,467	\$45,345
Professional development days/teacher	12.7 days	Up from 12.0 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 10.5	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.2 to 1	19.8 to 1	18.5 to 1
Prime instructional time	93.4%	Up from 92.3%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,524	Up 23.3%	\$6,412	\$7,052
Percent of expenditures for instruction*	73.4%	Up from 70.5%	70.3%	69.1%
Percent of expenditures for teacher salaries*	67.0%	Down from 70.5%	66.9%	64.2%

\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Blythe Academy of Languages is a foreign language magnet school that offers instruction in both French and Spanish in two delivery models. The partial immersion program offers a half day of instruction in Math, Science, and Health in the target language. English/Language Arts and Social Studies instruction is provided in English. FLES (Foreign Language in the Elementary School) students receive 30 minutes of instruction daily in either French or Spanish. The faculty and staff of Blythe Academy worked together with parents and community representatives to develop a shared vision and school goals for the 2007-2008 school year. These groups reviewed the most recent test data, SC state standards for learning, and the Education Plan of the School District of Greenville County. Priority goals for Blythe Academy were to improve student performance in Mathematics, English/Language Arts, Science, and Social Studies as measured by PACT. Strategies adopted to support these goals included: Learning Focused training for teachers; Four Block Reading; Everyday Counts Math; use of math manipulatives; improved alignment of curriculum with PACT; school-wide writing and editing rules; specialized computer software; technology integration; and thinking and reasoning activities. ACT 135 monies were used to employ a computer lab manager, who worked with classroom teachers to integrate technology into the academic curriculum. A morning tutorial program provided assistance to students scoring below basic on PACT ELA, Math, Science or Social Studies. MAP data were used to more effectively guide instruction and monitor student progress. Our SIC (School Improvement Council) worked with PTA on our goal of updating and improving technology use and integration and encouraging community and parent involvement in school activities. All school strategies were aligned with and supported the five goals of the District Education Plan. Success will be measured by student performance on standardized tests and parent and student surveys.

Blythe Academy Kindergarten and first grade students were assessed using the SC Readiness Assessment Test. Blythe Academy PACT and ITBS scores align with district and state scores. Blythe met Adequate Yearly Progress based upon spring 2007 PACT. Blythe Academy is the only International Spanish Academy school in SC. The Blythe PTA was just re-certified as a National PTA School of Excellence. The Blythe Black History Bowl team once again won the Black History Bowl this year. The character education program at Blythe is one of ten recognized nationally by Chick-Fil-A for excellence. A new foreign language curriculum was implemented this year in our FLES classes. Enrollment in the magnet program continues to increase.

Examination of the most recent test data will be critical in planning for the 2008-2009 school year. MAP (Measure of Academic Progress) testing, begun in the 2005-2006 school year, continues to provide detailed information regarding student performance and instructional needs of our students. Results from various surveys administered to students, parents, and staff will be studied. Faculty and staff, SIC, and PTA will all be involved in establishing specific goals to improve student academic performance and school strategies to support the Education Plan of the District.

Sandra E. Griffin, Principal

Amy Grover and Allison Powell, SIC Co-Chairs

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	114	51
Percent satisfied with learning environment	92.7%	90.3%	86.3%
Percent satisfied with social and physical environment	92.7%	87.2%	86.0%
Percent satisfied with school-home relations	95.1%	92.0%	78.0%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	415	100	16.3	25.6	47.7	10.4	69.9	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	201	100	26.3	29	38.7	5.9	57	46.1	41.7	N/A	N/A
Female	214	100	7	22.5	56	14.5	82	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	200	100	6.7	18.1	58	17.1	86	62.3	60	Yes	Yes
African American	185	100	28.9	36.1	31.9	3	48.8	31.7	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	22	100	10.5	15.8	73.7	0	84.2	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	79	100	57.7	19.7	21.1	1.4	23.9	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	20	20	60	0	70	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	174	100	31.8	33.8	31.1	3.3	46.4	34.3	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	415	100	14.2	35.8	23.8	26.2	65	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	201	100	19.4	34.9	20.4	25.3	59.7	49.9	45.6	N/A	N/A
Female	214	100	9.5	36.5	27	27	70	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	200	100	7.3	23.8	32.6	36.3	82.9	59.4	59	Yes	Yes
African American	185	100	24.1	48.8	13.3	13.9	41	27.2	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	22	100	5.3	47.4	26.3	21.1	84.2	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	79	100	49.3	29.6	9.9	11.3	31	20.1	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	10	50	20	20	70	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	174	100	27.2	45	13.2	14.6	43.7	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	277	100	22.6	24.5	22.6	30.3	52.9	39.3	35.7	97	96.5
Gender											
Male	124	100	29.1	26.5	16.2	28.2	44.4	41.6	37.4	97.2	96.4
Female	153	100	17.4	22.9	27.8	31.9	59.7	36.9	33.8	96.9	96.6
Racial/Ethnic Group											
White	142	100	10.8	20.1	27.3	41.7	69.1	49.7	49.2	97.2	96.4
African American	118	100	41.5	28.3	15.1	15.1	30.2	18.2	17	96.8	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.5	97.7
Hispanic	12	100	0	45.5	36.4	18.2	54.5	23.7	24.9	97.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.8	95.3
Disability Status											
Disabled	49	100	54.5	22.7	4.5	18.2	22.7	16.3	14	96.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	97.4	97.2
Socio-Economic Status											
Subsidized meals	103	100	38.9	25.6	17.8	17.8	35.6	21.3	21.1	96.3	95.8

Social Studies											
All Students	285	100	18.7	25.2	26.3	29.8	56.1	38.1	34	97	96.5
Gender											
Male	142	100	24	19.4	26.4	30.2	56.6	41	36.6	97.2	96.4
Female	143	100	13.5	30.8	26.3	29.3	55.6	35	31.3	96.9	96.6
Racial/Ethnic Group											
White	134	100	7.8	18	31.3	43	74.2	46.1	44.5	97.2	96.4
African American	129	100	33.9	33.9	21.7	10.4	32.2	20.5	19.1	96.8	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.5	97.7
Hispanic	16	100	0	23.1	23.1	53.8	76.9	27.7	27.5	97.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.8	95.3
Disability Status											
Disabled	53	100	52.2	21.7	15.2	10.9	26.1	17.1	14.4	96.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	11	100	0	37.5	25	37.5	62.5	27.6	27.3	97.4	97.2
Socio-Economic Status											
Subsidized meals	128	100	36.9	32.4	18.9	11.7	30.6	22.8	21	96.3	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	150	99.3	11.3	14.8	61.3	12.7	73.9
	4	138	100	21.4	34.4	41.2	3.1	44.3
	5	96	100	24.2	33	41.8	1.1	42.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	143	100	15.7	21.6	44.8	17.9	62.7
	4	147	100	12.4	24.1	55.5	8	63.5
	5	125	100	21.7	32.2	41.7	4.3	46.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	150	100	18.9	39.2	29.4	12.6	42
	4	138	100	20.6	32.8	28.2	18.3	46.6
	5	96	100	16.5	42.9	24.2	16.5	40.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	143	100	17.9	41.8	20.9	19.4	40.3
	4	147	100	9.5	24.1	25.5	40.9	66.4
	5	125	100	15.7	42.6	25.2	16.5	41.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	72	100	22.5	38	28.2	11.3	39.4
	4	138	100	34.4	31.3	22.9	11.5	34.4
	5	48	100	22.2	26.7	24.4	26.7	51.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	22.7	27.3	27.3	22.7	50
	4	147	100	19.7	23.4	23.4	33.6	56.9
	5	61	100	29.3	24.1	15.5	31	46.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	78	100	11.1	47.2	26.4	15.3	41.7
	4	138	100	17.6	35.1	29.8	17.6	47.3
	5	48	100	32.6	30.4	21.7	15.2	37
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	100	19.1	29.4	19.1	32.4	51.5
	4	147	100	13.9	21.9	31.4	32.8	64.2
	5	64	100	29.8	28.1	22.8	19.3	42.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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